

**National Seminar on Total Quality Management in
Education (TQME) at IASE University Sardar Shahr.
11-13 Oct. 2008**

**Title: Integrated Approach to Manage Different
Aspects of Institution.**

**Dr. S.K. Gupta
RIE, BPL**

1. Introduction -

The term integration is an eye catching word like motherhood. It helps in reducing the existing segregation from the society. There can be many levels of integration viz.

- (i) Physical Integration.
- (ii) Social Integration.
- (iii) Academic Integration
- (iv) Total Integration which leads to Inclusive Education.

For Total Quality Management in Education we should achieve above three type of integration in different components of institution – administration, academic infrastructure related and human resources

2. Integration among the Four Process/Pillars of Education.

International Commission on Education headed by Delors envisaged following four pillars of Education.

- (i) Learning to know
 - Learning by chance
 - Deliberated Learning
 - Self Learning

- (ii) Learning to Do (Activity Based Learning)
 - (iii) Learning to live Together
 - Cooperative Learning.
 - Participatory Learning.
 - (iv) Learning to Be.
 - Mastery Learning
 - Qualitative Learning
 - Concept Attainment Based Learning.
3. Components of Education (Integration in Various Components of Education in the Institution).

Institution –

For achieving total quality in educational institution, processes of Institutional Planning and Systems Approach have been implemented for Inclusive Education. It includes following components.

- (i) Quality Input level.
- (ii) Need Based/Innovative aspects.
- (iii) Unit wise Continuous Comprehensive Assessment.
- (iv) Feedback to improve the quality of Product by Quality Management/Integrative Approach in above processes.

4. Management of Different Aspects of Educational Institution.

- (i) Creating motivated human man power.
- (ii) Survey through Macro/Micro Planning.
- (iii) Formulation of objectives.
- (iv) Creating Infrastructure for the Institution.
- (v) Policy for Entrance of Students and other Human Resources.
- (vi) Formulation of Curriculum/Development of Teaching Learning Materials.

- (vii) Creating academic & administrative trained human resources.
- (viii) Transaction of Curriculum.
- (ix) Assessment:
 - Identification of Talents of Students.
 - Identification of Learning Difficulties.
- (x) Diagnosis/Placement Services.
- (xi) Organizing Career Guidance/Further Education.

5. Role of Teacher Training Institutions (IASEs) in Integrated Approach for Curricular Development at School & Teachers Training Levels.

Integrating Diverse Curricular Concerns.

The curriculum development process is often influenced by a 'panic approach in which the local, national or international developments with some socio-economic and political bearing influence the decisions concerning the curriculum without prior, careful and structured planning. This 'panic approach' of including new and temporal curricular concerns may often lead to an overloading of the curriculum. Whenever such new issues crop up and demand attention, it must be examined whether, whatever is already present in the curriculum could be of relevance, and could effectively incorporate those new issues. At a time when concerns such as 'literacy', 'family system', 'neighborhood education', 'environmental education', 'consumer education', 'tourism education', 'AIDS education', 'human rights education', 'legal literacy', 'peace education', 'population education', 'migration education', 'global education' and 'safety education' are making a case for separate place in

the school curriculum, the best approach would be to integrate these ideas and concepts, after a careful analysis in the existing areas of learning. Appropriate strategies for this integration may be suitably worked out in the detailed subject curricula.

Science and Technology

Science is the creative response to the curiosity and capacity to wonder present amongst every human being. Learning of science in schools augments the spirit of enquiry, creativity and objectivity along with aesthetic sensibility. It aims to develop well-defined abilities of knowing, doing and being. It also nurtures the ability to explore and seek solution of the problems related to environment and daily life situations and to question the existing beliefs, prejudices and practices in society. Science concerns itself with the fundamental knowledge of universe, world and its environment. Technology deals with numerous ways and means of pressing science into the service of mankind, thus enhancing and improving the quality of human life. Learning of science in general education up to secondary stage, therefore, needs to be replaced by learning of science and technology in view of the strong organic linkages between the two. Scientific pursuits have primarily attempted to comprehend the physical world; the technology initiatives that have tended to manipulate and control the same. Science is universal and its principles and laws depending upon various factors including economic, geographical, social and political conditions. The twenty-first century citizens will have to acquire the basics of scientific and technological literacy. The learners have to understand how basic scientific principles are applied in finding solutions to problems in the field of agriculture,

weather, energy, health and nutrition, industry, defense, information processing and other areas of human concern. It would help them discover the relationship between science and technology in these areas besides acquiring problem-solving and decision-making skills.

Social Science

The component of social sciences is integral to the total quantum of general education up to secondary stage. It helps the learners in understanding the human environment in its totality and developing a broader perspective and an empirical, reasonable, and humane outlook. It also helps them grow into well-informed and responsible citizens with necessary attributes/skills so that they could participate and contribute effectively in the process of development and nation building.

The social sciences curriculum in schools will draw its content mainly from geography, history, civics and economics. It may also include some elements of sociology. Together they provide different dimension of studying the human society – over space and time and in relation to each other. It helps the learners in understanding the contemporary society better. Social sciences education aims at self- development and also for becoming an effective and contributing member of the society.

In order to make the social sciences education meaningful, relevant and effective, the concerns and issues of the contemporary world need to be kept in the forefront. To this end, the quantum of history may have to be substantially reduced. Past developments could be studied as a backdrop for understanding the present. As such, the needs and challenges of today must be responded suitably. Globalization and liberalization on the one hand and localization on the other are going to

have tremendous impact on the future society. These have also brought in their wake many economic and social challenges and opportunities which need to be addressed effectively for building a strong cohesive Indian Society. It also calls for developing emotionally intelligent learners, who are prepared to face new challenges and adjust to unfamiliar situations. In a democratic set-up with decentralization of power, local governance such as 'Panchayati Raj' has gained importance. It aims at raising the levels of participations and involvement of people. In order to make optimum utilization of resources for development, the local governance has to be more responsive and efficient. The learners, therefore, are to be equipped well to understand the process of development, its need and implications as well as the system of governance - at all levels – local, state and national, and their own place in it. This would necessitate considerable increase in the coverage of courses in civics, Academic as well as social skills such as critical thinking, reading and interpreting tables, diagrams and maps, cooperating with others, responding to other's problems and providing leadership need to be developed in a systematic manner. A well-designed social sciences curriculum would help learners 'think globally and act locally'.

- Reference:** (i) National Curriculum Frame Work for School Education (2000), NCERT, New Delhi.
- (ii) National Curriculum Frame work (2005), NCERT, New Delhi.

